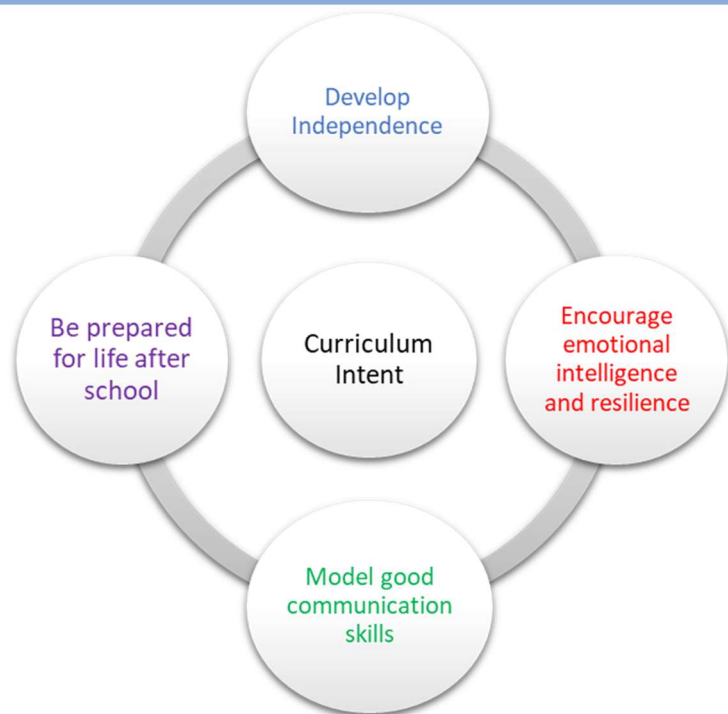


Year 8 History Long Term Plan



School Pedagogy:

Penkford School has a child centred pedagogy. The school adopts an inclusive, transformative pedagogy as we believe that a child's 'capacity to learn can change and be changed for the better as a result of what happens and what people do in the present' (*Hart et al. 2004, P166*). Learning is about shared communication between staff and pupils. Implementation of our curriculum intent is underpinned by Rosenshine's 10 Principles of Instruction (*Rosenshine, 2012*). All learning sessions include the following elements; reference to curriculum intent, recap of knowledge and skills, assessment for learning and pupil voice.

Subject Specific Pedagogy:

We aim to further develop our challenging curriculum for the needs of our pupils. We use history to give pupils the opportunity to develop communication skills, chronological security, historical concept and historical enquiry. This encourages the acquisition of history skills that are transferable within other life situations, making history more accessible and relevant to all learners. The Penkford School curriculum is unique and tailored to our locality, interests and to developing pupils' cultural awareness, and offers enriching opportunities within and beyond the classroom.

Subject Intent:

Our intent is to have a challenging, differentiated, accessible and enjoyable curriculum. Our teaching equips pupils with the knowledge of how the history of the wider world has influenced Britain and vice versa. We support our pupils to understand historical empathy, influences on others and the significance of key historical figures and events. Pupils can engage in historical enquiry and ask/answer questions relevant to the topic. This reflects Penkford School's ethos and statement of intent.

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Year 8 History Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
Autumn 1	WW1. By the end of this unit, pupils will know: <ol style="list-style-type: none"> 1. Introduction to WW1 2. Whether a sandwich started WW1; 3. What conscription and Pals Battalions were; (Two lessons) 4. What Propaganda is and how is it used; 5. What conscientious objectors are; 6. What Trench Warfare was and the impact on troops; 7. What happened on the Eastern Front; 8. Who General Haig was and what happened on the Somme; 9. The significance of the battles of Passchendaele. 	Militarism; Alliances; Imperialism; Nationalism; invasion; neutral; Triple Entente and Alliance; Armistice; success; failure; propaganda; Sandbags; Dug Out; Trench; Firestep; Duckboards; Communication trench; Machine gun nest; bunker; Traverse; Wire break; Listening post and trench block; parados; parapet	<p><i>History through time; The Norman Conquest; Medieval Britain; The Tudors; Migration to Britain</i></p> <p>Historical empathy; Using evidence and historical interpretation; Judging the usefulness of a source; Higher order thinking; Using evidence and historical explanations (sources) to remove any misinterpretation; Using knowledge of the conflict to critique the response by others</p> <p>NC Objectives: Challenges for Britain, Europe and the wider world 1901 to the present day The First World War and the Peace Settlement</p>	<p>Literacy and reading: Poetry; cloze activities; comprehension; information gathering; verbal reasoning; speaking and listening;</p> <p>Numeracy: statistics; chronology; casualty figures</p> <p>ICT: iPad/laptop; PowerPoint Presentations; YouTube</p> <p>Geography: European geography and place knowledge</p> <p>English: Private Peaceful (Michael Morpurgo)</p> <p>MH: MH 3.2 Understand the characteristics of mental and</p>

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				emotional health and strategies for managing these
Autumn 2	WW1 <ol style="list-style-type: none"> 1. What happened during the war at sea; 2. What happened during the war in the skies; 3. Why the battle of Cambrai was so important; 4. The weapons used in WW1; 5. The nature of medical advancements during WW1; 6. How War Poetry still influences us today; (Three lessons) 7. The events of the Christmas Truce happen; 8. The agreement of the Treaty of Versailles 9. Assessment 	short term; long term; blockade; minefields; convoy; dazzle paint; dreadnought; cargo; disease; trench foot; head injury; helmet; casualties; stretcher bearer; regimental aid post; casualty clearing station; medical advances; field hospital; shell shock	As above	As above
Spring 1	The British Empire <ol style="list-style-type: none"> 1. What the British Empire was; 2. Why there was an empire; 3. Whether the empire caused more harm than good; 4. What Satyagraha was; 5. The Partition of India and its impact on religious conflict; 6. The third party role of Kashmir. 	Empire; countries; control; rule; civilise; merchants; missionaries; colonies; sugar cane; corn; cotton; trade; adventure; power; religion; security; slavery; hunger strike	<i>History through time; The Norman Conquest; Medieval Britain; The Tudors; Migration to Britain; WW1</i> Historical empathy; Using evidence and historical interpretation; Judging the usefulness of a source; Higher order thinking; Using evidence and historical explanations (sources) to remove any misinterpretation	Literacy and reading: Poetry; cloze activities; comprehension; information gathering; verbal reasoning; speaking and listening; Numeracy: statistics; chronology and dates; distance ICT: iPad/laptop; PowerPoint Presentations; YouTube

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			<p>NC Objectives: Ideas, political power, industry and empire: Britain, 1745-1901 The development of the British Empire</p> <p>Challenges for Britain, Europe and the wider world 1901 to the present day Indian independence and end of Empire</p>	<p>Geography: Food; global industries; locational knowledge;</p>
<p>Spring 2</p>	<p>The Suffragettes. By the end of this unit, pupils will know:</p> <ol style="list-style-type: none"> 1. What life was like for women during Victorian Britain; 2. Why women wanted the right to vote; 3. Who the Suffragettes were; 4. Whether the WSPU were more effective than the NUWSS; 5. Why Emmeline Pankhurst was a significant figure; 6. Whether Emily Davidson was a more successful campaigner than Emmeline Pankhurst; 7. What women gained from WWI; 8. How posters and other media supported the cause; 	<p>Equality; rights; role of women; social status; socialism; Suffragette; Suffragist; Cat and Mouse Act; government; feminist; Pankhurst; vote; Victoria; political; legal; controversy; WSPU; NUWSS; campaign; working/middle class; suffrage; Representation of the People Act 1918; Equal Franchise Act 1928; hunger strike; force-feeding</p>	<p><i>History through time; The Norman Conquest; Medieval Britain; The Tudors; Migration to Britain; WW1; The British Empire</i></p> <p>Historical empathy; Using evidence and historical interpretation; Judging the usefulness of a source; Higher order thinking; Using evidence and historical explanations (sources) to remove any misinterpretation</p> <p>NC Objectives: Challenges for Britain, Europe and the wider world 1901 to the present day Women's suffrage</p>	<p>Literacy and reading: Poetry; cloze activities; comprehension; information gathering; verbal reasoning; speaking and listening;</p> <p>Numeracy: statistics; chronology; casualty figures; timeline; finance</p> <p>ICT: iPad/laptop; PowerPoint Presentations; YouTube</p> <p>Citizenship: British Values (The rule of law)</p> <p>CDI: C3.8 identify how to stand up to stereotyping and discrimination that is damaging to you and those around you</p>

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	9. Assessment: What can be learnt from sources B and C about the Women’s Suffrage Campaign?			MH: MH 3.4 Develop strategies to understand and build resilience, as well as how to respond to disappointments and setbacks
Summer 1	<p>The Second World War. By the end of this unit, pupils will know:</p> <ol style="list-style-type: none"> 1. Introduction to WW2: facts and figures 2. Who was responsible for the outbreak of the Second World War? 3. What “lightning war” was and how effective it was; 4. What went on at home during the fighting (Two lessons); 5. How St Helens was affected during WW2; 6. Whether Evacuation was an effective method for life preservation. 	League of Nations; economy; Adolf Hitler; allies; axis; alliance; appeasement; militarism; Pearl Harbor; Blitz(krieg); Stuka; Phony War; attack; defence; civilian; casualty; Operation Pied Piper; evacuation	<p><i>History through time; The Norman Conquest; Medieval Britain; The Tudors; Migration to Britain; WW1; The British Empire; The Suffragettes</i></p> <p>Using knowledge of the conflict to critique the response by others; Historical empathy; Using evidence and historical interpretation; Judging the usefulness of a source; Higher order thinking; Using evidence and historical explanations (sources) to remove any misinterpretation</p> <p>NC Objectives: Challenges for Britain, Europe and the wider world 1901 to the present day The inter-war years: the Great Depression and the rise of dictators The Second World War and the wartime leadership of Winston Churchill</p> <p>A local history study A depth study linked to one of the British areas of study listed above</p>	<p>Literacy and reading: Cloze activities; comprehension; information gathering; verbal reasoning; speaking and listening;</p> <p>Numeracy: statistics; chronology; casualty figures; timeline; finance</p> <p>ICT: iPad/laptop; PowerPoint Presentations; YouTube</p> <p>English: The Silver Sword (Ian Serrailier)</p>

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<p>Summer 2</p>	<p>The Miners' Strike. By the end of this unit, pupils will know:</p> <ol style="list-style-type: none"> 1. What 20th Century History is; 2. How life changed in the 80's; 3. Introduction to the Miners' Strike; 4. The events of the Battle of Orgreave; 5. Support shown for the Miners around the world; 6. How people had different opinions of Margaret Thatcher; 7. How the end of the strike occurred; 8. What happened in the aftermath of the Miners' Strike 	<p>20th Century; interview; NCB; NUM; Conservative; union; Margaret Thatcher; Arthur Scargill; picket line; ballot; scabs; media; pit; flying picket; riot; LGSM; alliance; banner; NUJ; Ian McGregor; soup kitchen; food parcel; poverty; Prime Minister; Falklands Islands; defeat</p>	<p><i>History through time; The Norman Conquest; Medieval Britain; The Tudors; Migration to Britain; WW1; The British Empire; The Suffragettes; WW2</i></p> <p>Historical empathy; Using evidence and historical interpretation; Judging the usefulness of a source; Higher order thinking; Using evidence and historical explanations (sources) to remove any misinterpretation; Using knowledge of the conflict to critique the response by others</p> <p>NC Objectives: Challenges for Britain, Europe and the wider world 1901 to the present day Social, cultural and technological change in post-war British society</p> <p>A local history study A depth study linked to one of the British areas of study listed above</p>	<p>Literacy and reading: Poetry; cloze activities; comprehension; information gathering; verbal reasoning; speaking and listening</p> <p>Numeracy: statistics; chronology; casualty figures; timeline; weight</p> <p>ICT: iPad/laptop; PowerPoint Presentations; YouTube</p> <p>Citizenship: British Values</p> <p>CDI: C3.8 identify how to stand up to stereotyping and discrimination that is damaging to you and those around you</p>